

LINUS J. GUILLORY JR., PHD

Linus J. Guillory Jr., PhD is a 20-year education professional who began his career as a middle school science teacher and has 17 years of service in education leadership positions. He served as a NASA Education Specialist at the Johnson Space Center, middle school assistant principal, elementary school principal, high school principal, Chief of Schools, Deputy Superintendent of Teaching and an Academic Superintendent.

Dr. Guillory began his teaching career at Floyd Hoffman Middle School (Aldine ISD, Houston Texas) in an underperforming middle school of 1200 students. As a science teacher, Linus engaged students with hands-on, inquiry based lessons. He enjoyed creating access and supports for students that typically did not believe they were natural scientists. Linus gained an appreciation for school improvement work “right out of the gate” and was fortunate enough to experience the rise of a school from academically unacceptable to recognized. After teaching at Hoffman for three years, Linus secured a position at NASA.

During his six-year tenure at NASA, Linus served as an Aerospace Education Program Specialist and a Teaching From Space Program Specialist at the NASA Johnson Space Center in Houston, TX. As an Aerospace Education Program Specialist (AESP), he served as the NASA Education liaison in an eight-state region, developing and maintaining relationships with PK-12 schools, colleges, universities, museums, science centers, and diverse groups interested in learning more about NASA and how to infuse STEM-G (science, technology, engineering, mathematics, geography) into their organizations. Linus’ work was deliberate, forward thinking and visionary: inspire the next generation of students and educators using NASA Education resources. He served diverse student populations and academic settings, including migrant students, tribal communities, students in urban and suburban settings, students living in residential housing, and students attending affluent schools. Linus had the opportunity to collaborate with numerous colleges and universities, in multidisciplinary settings, and affirmed the immediate benefits of students actually getting engaged with hands-on/minds-on, relevant activities.

Linus also worked as project manager and program director for the Johnson Space Center (JSC) Pre-Service Teacher Fellowship Institute. This highly selective residential institute brought diverse college education majors to NASA JSC to engage with scientists, engineers and astronauts while exposing them to NASA education materials. One of the key goals of this program was to recruit, identify, support, and expose underrepresented future teachers to NASA and establish networks with Historically Black Colleges and Universities and Hispanic-Serving Institutions. Linus was fortunate to serve as the manager of this fellowship program and each year, accepted more students than the previous year, growing the program from 15 to 35 students annually while working collaboratively with a team of eight university faculty.

Linus was promoted to serve students nationally and internationally by working in the Teaching From Space Office (TFSP). In this capacity, he facilitated on-orbit educational opportunities for schools and organizations across the country and around the world. Students from all walks of life could videoconference with astronauts while they worked in space through programming from the TFSP Office as well as fly educational projects on the space shuttle and space station. The highlight of Linus’ NASA career was planning the in-flight and ground-based education opportunities for the space flight of Educator Astronaut Barbara Morgan. Barbara Morgan was the backup to S. Christa McAuliffe who was a member of the *STS-51-L Challenger Crew*. Barbara’s flight was significant to educators because it ushered in a new era of teachers working in space. Linus was fortunate to be on the team, directing and managing several collaborative education projects. While serving in the TFSP Office, he managed, enhanced and developed a variety of projects: downlinks, education payload operations, and astronaut school visits. Linus had the opportunity to broker and facilitate numerous relationships, partnerships, and inter/intra-governmental collaborations including the International Technology Education Association Engineering Design Challenge, STS-118 website development, the education spacesuit website and the Network of Educator Astronaut Reduced Gravity flights.

Linus transitioned from NASA to serve as an assistant principal in an under-performing middle school in Houston, Texas. Working together with the campus team, “we instituted systems, research-based instructional strategies and supports that allowed us to move from academically unacceptable to acceptable in the state accountability system.” When his wife completed graduate school, she joined the faculty at the University of Rochester. Linus accepted a turnaround elementary principal position in the Ithaca City School District (Ithaca, NY). In this role, Linus provided

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the overall instructional, financial, and operational management of the school building including: recruitment and selection of qualified teachers; collected and analyzed data for instructional improvements; identified and secured external funding to support enrichment programs; met all necessary state compliance requirements for reporting; and managed the \$6,000,000 campus budget. Under his leadership, the campus improved from low performing to good standing.

In 2013, Linus accepted the Director of Science position in Rochester City School District (RCSD). After serving in that role for a short period of time, Linus was tapped by District leadership lead a school improvement effort for the lowest performing high school in the district. This campus was a true microcosm of the community, representing an academically diverse student population. The school was in dire need of direction, a strategic vision, as well as a major culture and climate boost. Linus quickly assessed the situation with his team and implemented a series of structures and strategies that led to the largest gains in graduation rates for any secondary school in the history of RCSD. The graduation rate grew by 40 percentage points in three years. He was able to lead the team by focusing on key instructional strategies, policies, and systemic levers that improved academic outcomes for all students; this included: staff mentoring and coaching, targeted professional learning, effective communication, creating and implementing data/accountability systems, adopting the motto “every kid, every credit,” realigning staff to appropriately support students and their needs, and shifting budgetary priorities. Additionally, Linus recognized the need to diversify the teaching staff; this contributed directly to student success. A new superintendent in RCSD brought new opportunities for the students and staff. Linus was selected by a committee of peers to join the Superintendent’s re-designed cabinet to serve as School Chief. In this capacity, Linus was charged with supervising and leading a group of 14 schools in a results-oriented manner as he had done at his campus. He served as School Chief briefly before being promoted by the Superintendent, to serve as Deputy Superintendent of Teaching and Learning.

As Deputy Superintendent of Teaching and Learning, Dr. Guillory led the charge in ensuring quality instructional practices occur in every classroom. The Rochester City School District is an urban system, serving more than 30,000 students (at the time), 6,000 plus employees and 58 schools and programs. Linus maintained a level of supervision and interaction over the entire system, including assisting in the development of the nearly \$1,000,000,000 operating budget. He directly supervised 17 direct reports which represented 16 instructional departments representing and more than 500 employees; Linus provided direct oversight to special education and multilingual learners as well as reviewed and decided all administrative tenure cases, developed institutional academic policies, served on the team that negotiated collective bargaining agreements, served as Acting Superintendent (as requested), as well as a plethora of other responsibilities. Additionally, Dr. Guillory co-chair a 10-year strategic financial, facilities and education master planning team. Linus’ wife then joined the faculty of Boston University and thus, transitioned to Boston, where he served as an Academic Superintendent in the Boston Public Schools. Linus supported a network of eight schools, coaching and supporting leaders as they worked together to improve the academic performance of the respective campuses.

Linus is married to Margarita Guillory, PhD and they have one son, Linus III. The Guillory’s enjoy their family time and are beginning to explore the many exciting adventures in the New England region.